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A statistical description of the students enrolled in the program is presented, including data on race, sex, marital status, age, legal residence, high school attended, citizenship, major, units attempted and completed, grade point average, and probationary status. On the basis of these data, several conclusions and recommendations are made. (MC)

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COLLEGE OF SAN MATEO

RESEARCH REPORT

1968-9

A PROFILE OF STUDENTS IN THE COLLEGE READINESS PROGRAM AT COLLEGE OF SAN MATEO

JC 690 010

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A PROFILE OF STUDENTS IN THE COLLEGE READINESS PROGRAM

The College Readiness Program at the College of San Mateo represents one of the few substantial efforts in higher education to assist students of minority races to gain a college education. Specific information about students in the program has not been readily available; that is, the number of students enrolled or other simple statistical descriptions have not been available to the faculty or other interested persons. Thus, efforts to establish the financial, staffing and physical resources needed by the program now and in the future had no common frame of reference. This lack of information precluded consideration of policy modifications or changes in educational practices that could cause this program to be even more effective.

STUDY PURPOSE

This study was intended to statistically describe students who are currently enrolled and who were previously enrolled in the College Readiness Program.

DEFINITIONS

Students in the College Readiness Program could not be considered a homogenous group serving a single function, nor were all students using the same type of services. Specifically, some were solely students, some solely tutors, and others were both tutors and students. Some were directly assigned to the program for counseling, others used some program services

but were not assigned for counseling, and others performed services and required program staff coordination services. This diversity and overlapping of functions required that the term "students" be defined. For the purpose of the study, this was accomplished in the following manner.

A. Students directly associated with the program

1. Students - individuals who were assigned to counselors in the College Readiness Program
2. Tutors - individuals designated to assist students with academic and other problems, but who were assigned to counselors in the College Readiness Program
3. Tutor Supervisors - individuals who coordinated the activities of approximately ten tutors, but who were assigned to counselors in the College Readiness Program.

B. Students indirectly associated with the program

1. Students - individuals who used CRP services, but who were not assigned to counselors in the program
2. Tutors - individuals who served as tutors, but who were not assigned to counselors in the College Readiness Program
3. Tutor Supervisors - individuals who coordinated tutor activities, but who were not assigned to counselors in the College Readiness Program.

FINDINGS

During the fall semester 1968 at College of San Mateo there were 400 students directly associated with the College Readiness Program and 298 were indirectly associated with the program. This total of 698 was made up of 395 students, 277 tutors and 26 tutor supervisors who were directly or indirectly associated with the program. An additional 308 students--not registered at College of San Mateo at the time of the study--had been enrolled in the College Readiness Program at some time in the past.

Table I appended to this report shows that 229 white students were in the program, 90 percent of whom were serving as tutors. There were 85 brown students in the program, most of whom were directly related to the program. The 302 black students comprised 45 percent of all students in

the program. Moreover, they represented the largest proportion of the students using program services on a drop-in basis (not assigned to CRP counselors). This would suggest that students outside the program considered it to be intended for black students primarily. This possibility was also supported by the finding that there were only 29 oriental students (half of whom were indirectly related to the program), 8 American Indians, and 26 other nonwhite students in the College Readiness Program.

Table II shows that approximately 60 percent of all students associated with CRP were men and 40 percent were women, and approximately one-half of the tutors were women. It was also noted that 87 percent of all CRP students were single; however, nearly 25 percent of the students directly related to the program were married. The same proportions were evidenced in the sex and marital status of students previously associated with the College Readiness Program.

Nearly three-fourths of all students associated with the College Readiness Program were under 21 years of age; conversely, there were about 200 students 21 years of age or older, who comprised the age group requiring the most "outside the home" financial assistance. Table III may be referred to for details.

Of the students directly associated with the program, Table IV indicates that 343 (88 percent) had legal residence in San Mateo County, 44 students (11 percent) resided outside the county and 14 students (1 percent) had legal residences outside the state. Considering all students in the program, 98 had legal residences outside the San Mateo Junior College District and 58 of those students were directly associated with the College Readiness Program. In terms of numbers of students from out-of-district locations, San Francisco with 40 students had the largest representation in the program, and Illinois provided the largest number of students (7) with an out-of-state legal address.

The high schools attended by students in the College Readiness Program are shown in Tables V and V(A). Graduates from San Mateo County high schools numbered 39[illegible] or 57 percent of all the students in the program. Two out of five students in the program did not graduate from high school or graduated from high schools outside the district. One student in ten was not a high school graduate, including 17 tutors and tutor supervisors. In addition, 57 tutors (23 percent) graduated from high schools outside the county, as did one of every four tutor supervisors.

The largest representation of San Mateo County high school graduates in the program were from Ravenswood --78 students; Jefferson--34 students; San Mateo--32; and Sequoia--30 students. San Francisco provided 32 high school graduates and the high schools in the State of Texas sent 16 graduates to the program; these two locations provided the largest representation of graduates from out-of-district high schools. Hillsdale High School provided the largest number of in-district high school graduates as tutors, and the high schools in the State of Texas provided the largest number (4) and proportion of out-of-district high school graduates as tutor supervisors.

Each junior college district from which students in the program originated may be seen in Table VI. San Mateo Junior College District was the source of approximately nine out of ten students, which had been the case formerly. The San Francisco Unified School District ranked second in the number of students in the CSM College Readiness Program and the State of Illinois ranked third. Table VII shows that 25 students directly related to the College Readiness Program were not citizens of the United States nor were 17 students who were indirectly associated with the CRP. That is, 6 percent of the persons defined as CRP students were not U. S. citizens at the time of this study. Although a number of students in the program were from outside the district, nearly all had established their legal address within the San Mateo Junior College District.

Table VIII shows that 56 percent of the students counseled by the CRP were new Freshmen, but only one in five (17 percent) of the students indirectly associated with the program were new Freshmen.

Twenty-four students who had attended College of San Mateo and then withdrew for one or more semesters were enrolled in the College Readiness Program during the fall semester 1968 as well as 22 students who had taken college work before enrolling in the College Readiness Program. As would be expected, most of the students enrolled in the program were day students, but there were six in the program and 23 associated with the program who were Evening College students during the period covered by the study.

Tables X and X(A) show the number of students enrolled in each of the various majors at College of San Mateo. Those students counseled by program staff chose majors in business, education, sociology, or were undecided in most cases, but noncounselees of the program preferred to remain undecided or chose majors in liberal arts, sociology and education over other majors. A similar pattern had been evident among previous CRP students, except that a much smaller number had chosen education as a major. It was also apparent that the number who chose vocational-technical majors was higher than in the past. In fact, the 28 program counselees as well as the 18 nonprogram counselees in vocational-technical majors at the time of this study represented 6 to 7 percent as opposed to 3 percent of such students in the past. Of the students who were directly or indirectly related to the program, the largest number were undecided or chose business, vocational-technical, education and sociology majors; but most tutors were either undecided or chose liberal arts or sociology majors.

In general, the largest proportion of all students in the program had not decided upon a major, and the second largest proportion were majoring in one of the social sciences. If one were to rank the various majors in order of preference by those students directly associated with the CRP, the result by instructional division would be as follows:

Division	Rank	Student Enrollment
Social Science	1	106
Business	2	30
Fine Arts	3	22
Technician	4	17
Health Occupations	5	14
Vocational	6	11
Life Science (and Pre-Med)	7	11
Math-Engineering	8	9
Physical Education	9	9
English	10	6
Physical Science	11	1
Foreign Language	12	0

Appended Tables XI and XII, respectively, show the cumulative units attempted and completed by students associated with the College Readiness Program. It was pointed out earlier that 276 students in the program were considered to be new Freshmen, but Table XI shows that 28 of these students had actually completed one or more units before the period under study. At the same time, 322 students (46 percent) had attempted 8 or fewer units and 328 (47 percent) had completed 8 or less units.

Based upon the number of units completed at the time of this study, there were 375 first-semester Freshmen in the program, 126 second-semester Freshmen, 111 first-semester Sophomores, 53 second-semester Sophomores, and 33 students were enrolled who had completed more than 60 units. These proportions were very similar to those of the students who had been associated with CRP in the past. That is, approximately one-half of the students who had been associated with the CRP were first-semester Freshmen when they terminated their relationship with the program.

Questions concerning student performance (grade point average) were pursued through Tables XIII through XVI. The cumulative GPA of students directly assigned to the College Readiness Program was 1.99; tutors, 2.44; tutor supervisors, 2.10. And the cumulative GPA of students not directly assigned to the program was 2.14 and tutors GPA was 2.39. There were 86 students, 62 tutors, and 8 tutor supervisors whose cumulative grade point average was below 2.00.

The scattergrams attached reflect this information as well as the midterm grade point averages of program students. During midterms students grade point averages decreased by 0.3, tutors by 0.1, and tutor supervisors by 0.5 of a grade point. The diagonal line on each scattergram divides the students into two segments--those whose grade point average at midterm was the same or higher than their cumulative GPA and those who dropped below their cumulative GPA at midterm. Approximately 60 percent of the students, 40 percent of the tutors, and 70 percent of the tutor supervisors dropped below their cumulative grade point average at midterm.

Students who were new to the college (no cumulative GPA available) had a 1.6 grade point average; tutors had a GPA of 2.0; and tutor supervisors had a GPA of 1.8. It was found that 26 students left the program before the fourth week of the semester and an additional 21 left by midterm; 4 tutors left before the fourth week and 6 more left by midterm; and one tutor supervisor withdrew at midterm. In effect, 58 students associated with the College Readiness Program withdrew at midterm of the fall semester.

Of the CRP students registered during the fall semester 1968, 54 were disqualified and reinstated, 1 was dismissed, 22 were dismissed and reinstated, and 2 were reinstated after receiving final dismissal. Table XVII indicates the probationary status of CRP students. A total of 24 tutors and 6 tutor supervisors were in one of the probationary categories. It is a matter of record that 68 former CRP students were in one probationary status or another during their enrollment at College of San Mateo.

As one considers the statistical descriptions of students associated with the program, it would appear that there are a number of discrepancies in the College Readiness Program. The reader should recognize, however, that this report provides no common frame of reference for comparison purposes. As such questions come to mind it would be appropriate to ask "How do these statistics for CRP students differ from those for the general student population at College of San Mateo?"

CONCLUSIONS AND RECOMMENDATIONS

1. During the 1968 fall semester there were 400 students who had been assigned to the College Readiness Program staff for counseling. There were an additional 298 students associated with the program who were not assigned for counseling. Since 1966 there have been 308 students associated with the program who were not registered during the fall of 1968. It would seem reasonable that any attempt to allocate resources to the program should take into consideration the resources should be divided into two basic parts--students directly related to the program and students indirectly related to the program--and that those parts are not equal in terms of need.

2. Students still see the College Readiness Program as being primarily oriented to black students. This is supported by the fact that only one student in four of those directly related to the program is not black. Moreover, two-thirds of the students "dropping in" to use program services during the fall semester 1968 are black. In addition, the proportion of brown students (the largest ethnic group other than black), yellow or red students in the program has not been materially enlarged. Clearly, the program is moving to incorporate more students from various ethnic backgrounds, but the progress cannot be described as rapid. In this same connection, an earlier report, "Projection of Enrollment in the College Readiness Program -- 1968-8" indicated that 36 percent of the minority

student graduates from local high schools are black and 64 percent are students of other nonwhite racial groups. Although a significant number of the College Readiness Program students did not graduate from high school or did not attend local high schools, it would still seem that the proportion of minority students in the program who are not black could be much higher than it was at the time of this study.

3. Coupled with the fact that the College Readiness Program is designed for students of color and the findings that one student in four is either married and/or over twenty-one years of age leads one to the conclusion that the amount of financial and other support needed by each CRP student will be in excess of the usual student at College of San Mateo.

4. Approximately 15 percent of the students directly associated with the College Readiness Program have legal addresses outside San Mateo County; at least one in four attended an out-of-district high school; and nearly 15 percent are out-of-district students. In view of the limited resources of the College Readiness Program, it may be appropriate to establish priorities relative to which students should be served first by the College Readiness Program. The diversity of backgrounds of these students from outside the district may make such a contribution to the education of students of color, however, that their attendance should be encouraged. This is a value judgment and not a subject for research. It is apparent, however, that College Readiness Program resources are limited and that out-of-district students currently use a significant portion of the available resources.

5. There are several students in the College Readiness Program who are not citizens of the United States. Some attention should be given to the possibility that some other program at College of San Mateo may better serve the needs of such students.

6. Over one-half of the College Readiness Program students assigned for counseling are new Freshmen who traditionally require more counseling attention than other students. At the same time, there are approximately 30 students in the program who have returned to CSM after withdrawing for one or more semesters or who have attended another college before coming to College of San Mateo. It may be that these are the precise people who need College Readiness Program help to complete their college education since they have not been able to do so at other colleges, or it may be that some of these students are sufficiently advanced and knowledgeable about college that the regular college services would suffice. In any event, it may be that being a person of color is not sufficient reason for a student to be assigned to the College Readiness Program.

7. There are very few students directly associated with the College Readiness Program who are basically Evening College students. It may be necessary for some attention to be given to the question of "What services should the College Readiness Program provide for Evening College students?" An even broader question requiring some consideration is "What services need to be provided by the College Readiness Program beyond those required by the students currently registered, and what resources should be provided to ensure that services so identified can be effectively rendered?"

8. Progress toward the selection of a broader number of majors by CRP students is being made. During the semester under study there were more vocational-technical majors selected than in the past, but a representation in the various majors by students of color similar to that found among CSM students in general has not yet been achieved. If a broader representation in the various majors by students of color does seem worthwhile, it may be necessary to assess the adequacy of the amount of counseling time, techniques, and procedures to assist students to become aware of various opportunities in a variety of fields.

9. A relatively large number of students (50 percent) terminated their relationship with the College Readiness Program before completing 15 units of credit. It is recognized that in some instances such behavior is very appropriate. However, an earlier report No. 1968-2, entitled "A Study of Academic Success of College Readiness Students at College of San Mateo," suggested that some of these students should not have withdrawn; and it may be appropriate to determine what financial and human resources could be made available to help such students complete their education.

10. The cumulative grade point averages of all students, tutors and tutor supervisors must be considered quite adequate. However, there were a number of tutors and tutor supervisors who had rather poor grades and some had been placed in one of the probationary categories at College of San Mateo. One cannot help but ask, "If students are unable to maintain some acceptable grade point average, should they continue to tutor other students?" Such a question places no value judgment on their ability to counsel, but rather whether continuing to tutor other students may not be harming their own academic efforts. At the same time, it was apparent that there were a number of students whose grades must be termed excellent. We must consider the question of whether such students should be directly associated with the program to receive all available services. This may have broader implications relative to the program's ability to enable students to terminate their direct association with the program and move into the general stream of students to "make it" in college on their own.

11. At midterm of the fall semester, 1968, a majority of the students and tutor supervisors dropped below their cumulative grade point averages. At the same time, a majority of the students, tutors, and tutor supervisors who were new Freshmen earned less than 2.0 grade point average. In many cases the decrease was small, however, and students still had enough time to correct the situation before the end of the term. Concerning the performance of tutors and tutor supervisors, however, the questions raised in Conclusion 10, above, still appear to be relevant.

12. To date 58 students included in this study have withdrawn from the College of San Mateo. Although this rate of withdrawal is lower than in the past and although the withdrawal by some of these students would be considered appropriate, it would still seem that the use of additional financial resources could have lowered the current withdrawal rate.

13. It was apparent that mobility of students in the College Readiness Program was still very much a reality. This was evident in the number of students who transferred in from other colleges, in that some returned to the program after having been away for one or more semesters, in that there were 29 Evening College students associated with the program, in that 58 students withdrew, and in that 7 students took three or fewer units.

14. It is evident even from the brief examination provided in this report that the College Readiness Program has made progress in the past year. There is still much to be done, however, and the time may be right to sit down to do some planning, set some priorities, designate the necessary resources, and find a way to go beyond the "brush fires" that continue to hinder the program in reaching its basic purpose:

> "to integrate minority youth into the College of San Mateo and the total community so that equal opportunity of choice may be fully realized."

* * *

Attachments

TABLE I RACE OF STUDENTS ASSOCIATED WITH THE COLLEGE READINESS PROGRAM

RELATIONSHIP TO CRP	WHITE #	BROWN #	BLACK #	YELLOW #	RED #	OTHER NONWHITE #	TOTAL #
Direct -- Counseled by CRP Staff							
Students	3	51	239	13	5	16	327
Tutors	13	9	23	1	2	--	48
Tutor Supervisors	6	3	13	2	1	--	25
Subtotal	22	63	275	16	8	16	400
Indirect -- Not Counseled by CRP Staff							
Students	13	4	23	6	1	3	50
Tutors	193	18	4	7	-	7	229
Tutor Supervisors	1	--	-	-	-	-	1
Subtotal	207	22	27	13	1	10	280
Total Students Current	229 (33.7%)	85 (12.5%)	302 (44.4%)	29 (4.3%)	9 (1.3%)	26 (3.8%)	680 (100%)
Prior CRP * Students	12 (11.1%)	20 (18.5%)	71 (65.8%)	1 (0.9%)	-	4 (3.7%)	108 (100%)
GRAND TOTAL *	241 (30.6%)	105 (13.3%)	373 (47.4%)	30 (3.8%)	9 (1.1%)	30 (3.8%)	788 (100%)

* Not coded for race were 18 indirect students and 200 prior CRP students for a grand total of 1006 students in CRP since the summer of 1966.

TABLE II SEX AND MARITAL STATUS OF STUDENTS ASSOCIATED WITH THE COLLEGE READINESS PROGRAM

RELATIONSHIP TO C.R.P.	SEX			MARITAL STATUS		
	MALE #	FEMALE #	TOTAL #	SINGLE #	MARRIED #	TOTAL #
Direct -- Counseled by CRP Staff						
Students	230	97	327	293	34	327
Tutors	30	18	48	42	6	48
Tutor Supervisors	15	10	25	17	8	25
Subtotal	275	125	400	352	48	400
Indirect -- Not Counseled by CRP Staff						
Students	38	30	68	61	7	68
Tutors	108	121	229	194	33	227
Tutor Supervisors	1	--	1	1	--	1
Subtotal	147	151	298	256	40	296
TOTAL	422 (60.5%)	276 (39.5%)	698	608 (87.4%)	68 (12.6%)	696
Prior CRP Students	184 (59.7%)	124 (40.3%)	308	243 (82.7%)	51 (17.3%)	294
GRAND TOTAL	606 (60.2%)	400 (39.8%)	1006	851 (86.0%)	139 (14.0%)	990 *

* Marital status unknown for 16 students

TABLE III AGE GROUPS OF STUDENTS ASSOCIATED WITH THE COLLEGE READINESS PROGRAM

RELATIONSHIP TO C.R.P.	36 - 48 #	30 - 35 #	26 - 29 #	21 - 25 #	17 - 20 #	TOTAL #
Direct -- Counseled by CRP Staff						
Students	3	6	12	65	241	327
Tutors	1	1	1	10	35	48
Tutor Supervisors	-	2	1	6	16	25
Subtotal	4	9	14	81	292	400
Indirect -- Not Counseled by CRP Staff						
Students	1	2	5	16	44	68
Tutors	1	3	15	46	164	229
Tutor Supervisors	-	-	--	1	-	1
Subtotal	2	5	20	63	208	298
TOTAL	6 (0.9%)	14 (2.0%)	34 (4.9%)	144 (20.6%)	500 (71.6%)	698
Prior CRP Students	7 (2.3%)	10 (3.2%)	13 (4.2%)	104 (33.8%)	174 (56.5%)	308
GRAND TOTAL	13(1.3%)	24(2.4%)	47(4.7%)	248(24.7%)	674(67.0%)	1006

TABLE IV LEGAL RESIDENCE OF COLLEGE READINESS PROGRAM STUDENTS

	DIRECT	INDIRECT	PAST
IN COUNTY			
Atherton	1	-	-
Belmont	4	18	7
Burlingame	7	12	5
Daly City	33	27	6
East Palo Alto	108	16	71
El Granada	6	1	3
Foster City	3	7	1
Half Moon Bay	3	4	1
Hillsborough	-	5	2
Menlo Park	44	8	42
Millbrae	2	12	2
Montara	2	-	-
Moss Beach	-	2	-
Pacifica	2	7	2
Palo Alto	4	1	4
Portola Valley	-	1	-
Redwood City	26	32	33
San Bruno	2	8	3
San Carlos	3	12	3
San Mateo	69	82	60
So. San Francisco	20	17	7
Woodside	4	3	-
SUBTOTAL	343 (85.5%)	274 (93.2%)	262 (89.1%)
OUT OF COUNTY			
Bogalusa	-	-	1
Concord	-	1	-
El Salvador	-	1	-
Gardena	1	-	-
Lompoc	-	1	-
Los Angeles	2	-	-
Marin City	-	1	-
Milpitas	-	1	-
Oakland	1	-	2
Paradise	1	-	-
Rolling Hills	-	1	-
Santa Clara	-	-	1
San Francisco	37	13	18
San Jose	1	-	-
Woodland	-	1	-
SUBTOTAL	44 (11.0%)	20 (6.8%)	22 (7.5%)
OUT OF STATE			
Arkansas	-	-	1
Illinois	7	-	8
Missouri	-	-	1
New York	1	-	-
North Carolina	1	-	-
Texas	3	-	-
Tennessee	1	-	-
Washington	1	-	-
SUBTOTAL	14 (3.5%)	-	10 (3.4%)
T O T A L *	401 (100%)	294 (100%)	294 (100%)

* Legal address of 14 students was unknown.

TABLE V HIGH SCHOOLS ATTENDED BY STUDENTS IN THE COLLEGE READINESS PROGRAM

(Source of Students)

RELATIONSHIP TO C.R.P.	Not H.S. Grads	County High Schools	Out of District	Out of State	Foreign Countries	School Unknown
Direct -- Counseled by CRP Staff						
Students	71	175	32	40	3	6
Tutors	8	21	6	5	-	1
Supervisors	3	10	3	4	-	4
Subtotal	82	206	41	49	3	11
Indirect -- Not Counseled by CRP Staff						
Students	6	35	10	7	2	9
Tutors	6	153	27	17	2	19
Subtotal	12	188	37	24	4	28
T O T A L	94 (14%)	394 (57%)	78 (11%)	73 (11%)	7 (1%)	39 (6%)
Former CRP Students	49 (16%)	156 (52%)	24 (8%)	34 (11%)	-	36 (12%)
GRAND TOTAL	143	550	102	107	7	75

TABLE V(A) HIGH SCHOOLS ATTENDED
BY COLLEGE READINESS PROGRAM STUDENTS (DETAILED)

HIGH SCHOOLS	Counseled By CRP Students	Tutors	Tutor Super.	Total	Not CRP Counseled Students	Tutors	Total	Prior Students
Not High School Graduates	71	8	3	82	6	6	12	49
Aragon	2	2	1	5	1	11	12	6
Burlingame	1	3	-	4	-	8	8	1
Capuchino	3	1	-	4	-	6	6	3
Carlmont	3	1	1	5	-	12	12	7
Hillsdale	-	-	1	1	1	21	22	4
Jefferson	25	1	-	26	3	5	8	6
Menlo-Atherton	18	2	-	20	3	4	7	28
Ravenswood	62	2	1	65	13	-	13	58
San Carlos	-	-	-	-	2	6	8	5
San Mateo	27	1	-	28	6	8	14	14
Sequoia	13	1	2	16	2	12	14	14
So. San Francisco	11	1	1	13	2	9	11	2
Woodside	2	1	-	3	-	9	9	1
Private High Schools	4	2	1	7	-	9	9	3
Other County High Schools	4	3	2	9	2	33	35	4
Out of District								
Santa Clara	2	-	-	2	-	4	4	-
San Francisco	14	1	-	15	8	9	17	11
Others in State	16	5	3	24	2	14	16	13
Out of State								
Illinois	1	2	-	3	-	3	3	5
Louisiana	4	-	-	4	1	-	1	2
New Jersey	5	1	-	6	1	-	1	-
Texas	11	-	4	15	1	-	1	6
Other States	19	2	-	21	4	14	18	21
Foreign Countries	3	-	-	3	2	2	4	-
Unknown	6	1	4	11	9	19	28	36

TABLE VI JUNIOR COLLEGE DISTRICTS OF STUDENTS IN THE COLLEGE READINESS PROGRAM
(Source of Students)

JUNIOR COLLEGE DISTRICT	Direct CRP Students #	Direct CRP Tutors #	Direct CRP Supervisors #	Indirect CRP Students #	Indirect CRP Tutors #	PAST STUDENTS #	TOTAL #
SAN MATEO J.C. DISTRICT	283	39	22	61	213	264	882
Out of District							
Los Angeles City	2	-	1	1	-	-	4
San Francisco City	34	3	1	5	9	17	69
Other In-State Junior Colleges	3	-	-	1	5	3	12
Subtotal	39	3	2	7	14	20	85
Out of State							
Illinois	2	6	-	-	-	8	16
Texas	1	-	2	-	-	-	3
All Other States Junior Colleges	2	-	-	-	2	16	20
Subtotal	5	6	2	-	2	24	39
T O T A L	327	48	26	68	229	308	1006

TABLE VII CITIZENSHIP OF STUDENTS ASSOCIATED WITH THE COLLEGE READINESS PROGRAM

RELATIONSHIP TO C.R.P.	U. S. Citizen #	Student #	Visitor #	Immigrant #	Other #	TOTAL #
Direct						
Students	305	-	2	15	4	326
Tutors	44	-	1	2	-	47
Tutor Supervisors	24	-	1	-	-	25
Subtotal	373	-	4	17	4	398
Indirect						
Students	60	1	2	2	1	66
Tutors	212	2	6	2	1	223
Tutor Supervisors	1	-	-	-	-	1
Subtotal	273	3	8	4	2	290
T O T A L	646 (93.9%)	3 (0.4%)	12 (1.7%)	21 (3.1%)	6 (0.9%)	688
Prior CRP Students	282 (96.0%)	1 (0.3%)	1 (0.3%)	7 (2.4%)	3 (1.0%)	294
GRAND TOTAL *	928 (94.5%)	4 (0.4%)	13 (1.3%)	28 (2.9%)	9 (0.9%)	982 *

* Twenty-four students had no indication of citizenship on file.

TABLE VIII STATUS OF COLLEGE READINESS PROGRAM STUDENTS UPON ENROLLMENT AT COLLEGE OF SAN MATEO

RELATIONSHIP TO C. R. P.	N E W #	RETURNING #	TRANSFER #	CONTINUING #
Direct				
Students	204	13	14	95
Tutors	20	2	--	26
Supervisors	1	-	1	24
Subtotal	225	15	15	145
Indirect				
Students	24	1	-	38
Tutors	27	8	7	187
Subtotal	51	9	7	225
T O T A L	276 (39.8%)	24 (3.5%)	22 (3.2%)	370(53.5%)
Prior CRP Students	79 (26.2%)	96 (31.9%)	1 (.03%)	125(41.5%)
GRAND TOTAL	355 (35.8%)	120 (12.1%)	23 (2.3%)	495(49.8%)

TABLE IX COLLEGE DIVISION IN WHICH COLLEGE READINESS STUDENTS ENROLLED

RELATIONSHIP TO C. R. P.	Day Program	Evening College	TOTAL
Direct			
Students	321	6	327
Tutors	48	-	48
Supervisors	26	-	26
Subtotal	395	6	401
Indirect			
Students	50	18	68
Tutors	224	5	229
Subtotal	274	23	297
T O T A L	669 (95.8%)	29 (4.2%)	698
Prior CRP Students	236 (88.1%)	32 (11.9%)	268 *
GRAND TOTAL	905 (93.7%)	61 (6.3%)	966

* College Division of 40 former students was unknown.

TABLE X MAJORS OF STUDENTS IN THE COLLEGE READINESS PROGRAM

MAJOR	Number of Counselees	Number of Noncounselees	Current Total	Previous Students
Anthropology	2	4	6	-
Art	10	17	27	6
Biology	4	2	6	4
Business	30	19	49	19
Chemistry	1	5	6	-
Drama-Speech	4	1	5	1
Economics	-	2	2	-
Education	26	26	52	3
Engineering	7	3	10	4
English	6	9	15	2
Foreign Language	-	5	5	2
Health Occupation	14	5	19	1
History	9	9	18	8
Liberal Arts	17	33	50	25
Mathematics	2	7	9	1
Music	8	1	9	-
Philosophy	1	2	3	1
Physical Education	9	6	15	2
Political Science	4	5	9	3
Pre-Law	9	1	10	2
Pre-Med	7	7	14	2
Psychology	14	13	27	6
Sociology	24	27	51	15
Technician	17	12	29	9
Vocational	11	6	17	1
Special	3	4	7	4
Undecided	161	67	228	187
T O T A L	400	298	698	308

TABLE X(A) MAJORS OF STUDENTS IN THE COLLEGE READINESS PROGRAM

MAJOR	Students	Tutors	Supervisors	All Past Students
Anthropology	1	4	1	-
Art	10	16	1	6
Biology	3	3	-	4
Business	34	15	-	19
Chemistry-Physics	1	2	3	-
Drama	4	1	-	1
Economics	1	1	-	-
Education	26	23	3	3
Engineering	5	4	1	1
English	1	13	1	2
Foreign Language	-	5	-	2
Health Occupations	14	5	-	1
History	6	11	1	8
Liberal Arts	14	31	5	25
Mathematics	2	6	1	1
Music	8	1	-	-
Philosophy	1	2	-	1
Physical Education	10	5	-	2
Political Science	3	5	1	3
Pre-Law and Pre-Med	15	8	1	4
Psychology	10	15	2	6
Sociology	22	26	3	15
Vocational-Tech.	32	14	-	10
Special	6	1	-	4
Undecided	166	60	2	187
T O T A L	395	277	26	308

TABLE XI CUMULATIVE UNITS ATTEMPTED

BY STUDENTS ASSOCIATED WITH THE COLLEGE READINESS PROGRAM

RELATIONSHIP TO C.R.P.	None Attempted	Less Than 8 Units	Between 8 - 12	Between 12.5-15	Units Attempted: Between 16 - 30	Between 31 - 45	Between 46 - 60	Between 61 - 70	70-Plus Units	TOTAL STUDENTS
Direct										
Students	174	56	11	11	46	18	10	1	1	326
Tutors	10	9	1	5	4	6	7	4	1	47
Tutor Supervisors	1	2	1	-	7	4	6	2	2	25
Subtotal	185	67	13	16	57	28	23	7	4	400
Indirect										
Students	24	5	3	1	12	9	8	7	1	71
Tutors	29	12	5	11	48	81	23	14	5	229
Subtotal	53	17	8	12	60	90	31	21	6	298
T O T A L	238	84	21	28	117	118	54	28	10	698
Prior CRP Students	84	39	19	11	48	26	24	29	28	308
GRAND TOTAL	322	123	40	39	165	144	78	57	38	1006

TABLE XII CUMULATIVE UNITS COMPLETED BY STUDENTS

ASSOCIATED WITH THE COLLEGE READINESS PROGRAM

RELATIONSHIP TO C.R.P.	None Completed	Less Than 8 Units	Between 8 - 12	Between 12.5-15	Between 16 - 30	Between 31 - 45	Between 46 - 60	Between 61 - 70	70-Plus Units	TOTAL STUDENTS
	Units Completed									
Direct										
Students	174	59	10	9	47	14	9	3	1	326
Tutors	10	11	2	4	4	6	7	3	1	47
Tutor Supervisors	1	2	1	-	5	7	6	2	2	25
Subtotal	185	72	13	13	56	27	22	8	4	400
Indirect										
Students	24	6	3	1	13	7	9	4	1	68
Tutors	30	11	8	9	57	77	22	12	4	232
Subtotal	54	17	11	10	70	84	31	16	5	298
T O T A L	239 (34.3%)	89 (12.7%)	24 (3.4%)	23 (3.3%)	126 (18.1%)	111 (15.9%)	53 (7.6%)	24 (3.4%)	9 (1.3%)	698
Prior CRP Students	97 (31.5%)	44 (14.3%)	19 (6.2%)	13 (4.2%)	38 (12.3%)	18 (5.8%)	23 (7.5%)	32 (10.4%)	24 (7.8%)	308
GRAND TOTAL	336	133	43	36	164	129	76	56	33	1006

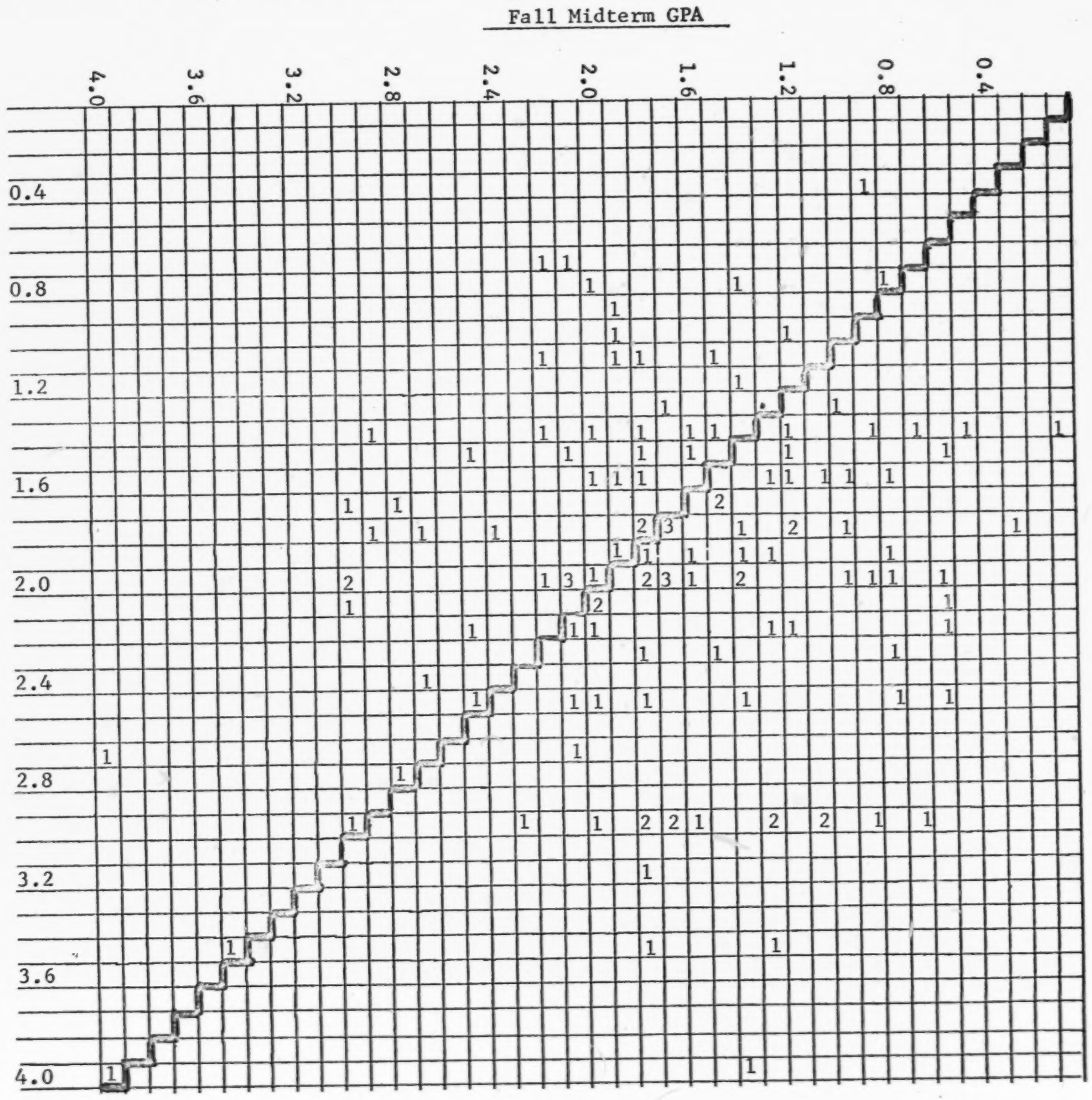
TABLE XIII CUMULATIVE GRADE POINT AVERAGES OF STUDENTS IN THE COLLEGE READINESS PROGRAM

G. P. A.	Number of Students	Number of Tutors	Number of Supervisors	Past Students
None	206	46	1	144
0.02 - 0.96	9	2	-	17
1.00 - 1.99	77	60	8	63
2.00 - 2.30	46	45	10	40
2.31 - 2.50	13	46	1	17
2.51 - 3.00	32	47	3	21
3.01 - 3.50	8	23	2	3
3.63 - 4.00	4	7	1	3
Median GPA	1.99	2.43	2.00	2.00

MEDIANS

DIRECT				INDIRECT	
Students	Tutors	Supervisors		Students	Tutors
2.00	2.44	2.10	MEDIAN GPA	2.14	2.39

TABLE XIV SCATTERGRAM OF THE GRADE POINT AVERAGES OF STUDENTS IN THE COLLEGE READINESS PROGRAM



CRP STUDENTS

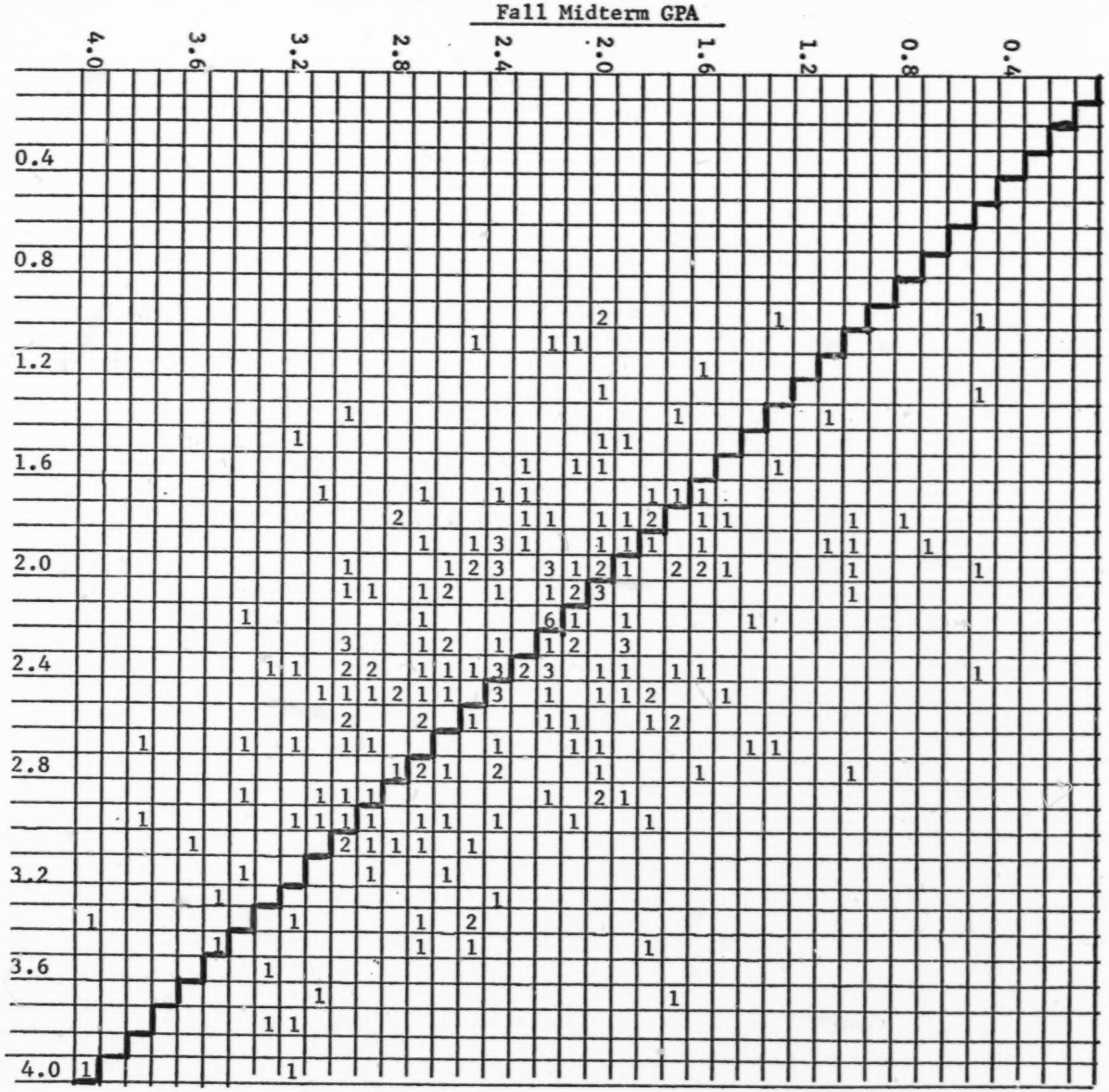
127 students - 1.98
Average Cumulative GPA

127 students - 1.69
Average Midterm GPA

21 students withdrew before midterm.

26 students registered only.

TABLE XV SCATTERGRAM OF THE GRADE POINT AVERAGES OF TUTORS IN THE COLLEGE READINESS PROGRAM



MINORITY TUTORS

Average Cumulative - GPA - 2.2
Average Midterm GPA - 1.9

Minority tutors with no cumulative GPA number ten (10). (Average GPA - 1.3)

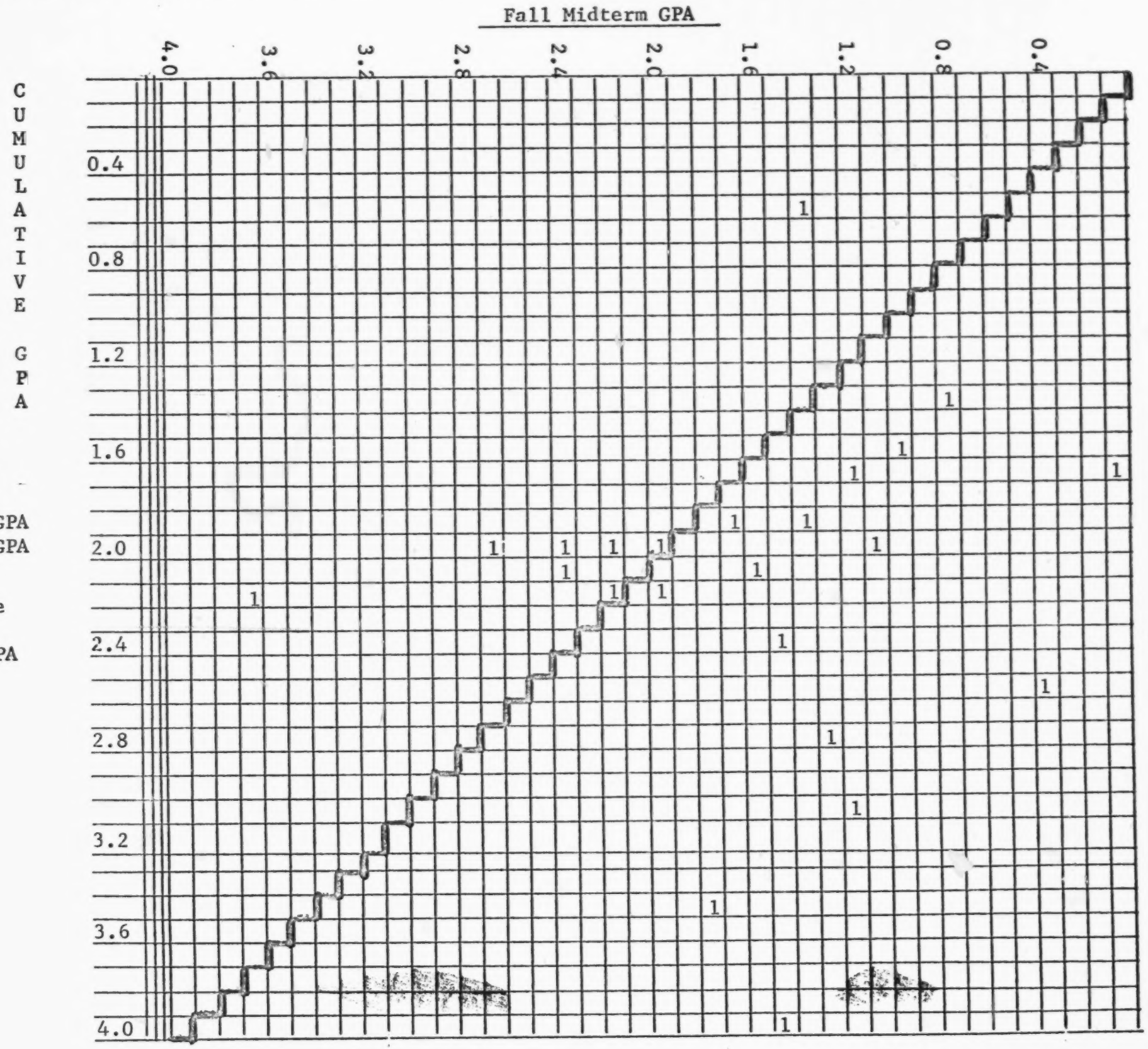
ALL TUTORS

Ave. Cumulative GPA 2.4
Ave. Midterm GPA - 2.3

Tutors with no cumulative GPA = 44 (Average - 2.0)

Tutors registered only = 16 (no GPA was shown)

TABLE XVI SCATTERGRAM OF THE GRADE POINT AVERAGES OF TUTOR SUPERVISORS IN THE CRP



TUTOR SUPERVISORS

One T.S. Withdrew
Two T.S. Midterm GPA only and Average GPA 1.8

Average Cumulative GPA 2.2
Average Midterm GPA 1.7

TABLE XVII PROBATIONARY STATUS OF COLLEGE READINESS PROGRAM STUDENTS

RELATIONSHIP TO C. R. P.	Disqualified	Disqualified and Reinstated	Dismissed	Dismissed and Reinstated	Final Dismissal
Direct					
Students	6	21	6	7	1
Tutors	1	2	-	2	1
Supervisors	1	4	1	-	-
Subtotal	7	27	7	9	2
Indirect					
Students	-	2	2	3	-
Tutors	1	16	-	2	-
Subtotal	1	18	2	5	-
T O T A L	8	46	9	14	2
Past CRP Students	23	22	14	6	3
GRAND TOTAL	31	68	23	20	5